CUMULATIVE INDEX

TESOL Quarterly, Volumes 27–28 (1993–1994)

Author Index

Addison, Joanne, Book Notice of *Transitions: An Interactive Reading, Writing, and Grammar Text* (Linda Bates), Vol. 28, No. 2, pp. 433–434.

Alamprese, Judy, The Worker, Work, and Workplace Literacy: Missing Links, Vol. 27, No. 3, pp. 553–555.

Albertini, John, Critical Literacy, Whole Language, and the Teaching of Writing to Deaf Students: Who Should Dictate to Whom? Vol. 27, No. 1, pp. 59–73.

Allison, Desmond, Comments on "ESL, Ideology, and the Politics of Pragmatism": A Reader Reacts, Vol. 28, No. 3, pp. 618–623.

Anderson-Hsieh, Janet, and Venkatagiri, Horabail, Syllable Duration and Pausing in the Speech of Chinese ESL Speakers, Vol. 28, No. 4, pp. 807–812.

Antilla, Senja, Book Notice of *The Junior Files: File 1* (Elite Olshtain, Tamar Feuerstein, Miriam Schcolnik, and Binnie Zerach), Vol. 27, No. 2, pp. 352–353.

Atkinson, Dwight, and Hedgcock, John, Differing Reading-Writing Relationships in L1 and L2 Literacy Development? Vol. 27, No. 2, pp. 329–333.

Auerbach, Elsa, Participatory Action Research, in Alister Cumming (Ed.), Alternatives in TESOL Research: Descriptive, Interpretive, and Ideological Orientations, Vol. 28, No. 4, pp. 673–703.

Auerbach, Elsa, Putting the *P* Back in Participatory, Vol. 27, No. 3, pp. 543–545.

Auerbach, Elsa, Review of *Sociopolitical Aspects of ESL in Canada* (Barbara Burnaby and Alister Cumming, Eds.), Vol. 27, No. 3, p. 576.

Auerbach, Elsa Roberts, Comments on "Reexamining English Only in the ESL Classroom": The Author Responds, Vol. 28, No. 1, pp. 157–161.

Auerbach, Elsa Roberts, Reexamining English Only in the ESL Classroom, Vol. 27, No. 1, pp. 9–32.

Austin, Jennifer, Book Notice of *Computer-Assisted Language Learning and Testing: Research Issues and Practice* (Patricia Dunkel, Ed.), Vol. 28, No. 4, pp. 826–827.

Ayers, Sherri L., Book Notice of *Focus on Pronunciation: Principles and Practice for Effective Communication* (Linda Lane), Vol. 27, No. 4, pp. 770–771.

Babel, Denise C., Book Notice of *Breaking the Accent Barrier* (David Alan Stern), Vol. 27, No. 4, pp. 775–776.

Bailey, Kathleen M., Book Notice of *The Research Manual: Design and Statistics for Applied Linguistics* (Evelyn Hatch and Anne Lazaraton), Vol. 28, No. 1, pp. 209–211.

Bailey, Kathleen M., Review of *Training Foreign Language Teachers: A Reflective Approach* (Michael J. Wallace), Vol. 28, No. 4, pp. 813–815.

Baker, Keith, Comments on *Forked Tongue: The Politics of Bilingual Education*: The Commentator Responds, Vol. 27, No. 1, pp. 155–157.

Balliro, Lenore, Review of *Bringing Literacy to Life: Issues and Options in Adult ESL Literacy* (Heide Spruck Wrigley and Gloria J. A. Guth), Vol. 27, No. 3, pp. 575–576.

Balliro, Lenore, What *Kind* of Alternative? Examining Alternative Assessment, Vol. 27, No. 3, pp. 558–561.

Baltes, Paul, Book Notice of *Challenge: A Process Approach to Academic English* (H. Douglas Brown, Deborah S. Cohen, and Jennifer O'Day), Vol. 28, No. 1, pp. 215–216.

Bell, Jill Sinclair, Discussion of Kerfoot and Wrigley: The Teacher as Bridge Between Program and Practice, Vol. 27, No. 3, pp. 467–475.

Benesch, Sarah, Comments on "ESL, Ideology, and the Politics of Pragmatism": The Author Responds, Vol. 28, No. 3, pp. 623–624.

Benesch, Sarah, Critical Thinking: A Learning Process for Democracy, Vol. 27, No. 3, pp. 545–548.

Benesch, Sarah, ESL, Ideology, and the Politics of Pragmatism, Vol. 27, No. 4, pp. 705–717.

Betlach, Marcy, Review of *Teacher's Handbook: Contextualized Language Instruction* (Judith L. Shrum and Eileen W. Glisan), Vol. 28, No. 4, pp. 818–822.

Boxer, Diana, Complaints as Positive Strategies: What the Learner Needs to Know, Vol. 27, No. 2, pp. 277–299.

Braine, George, Comments on "Critical Ethnography of a Sri Lankan Classroom": A Reader Reacts, Vol. 28, No. 3, pp. 609–613.

Brinton, Donna, Book Notice of *Teaching English Pronunciation: A Book of Readings* (Adam Brown, Ed.), Vol. 27, No. 4, pp. 758–759.

Brooks, April LaRaine, Book Notice of *Reading at the University* (Linda Harbaugh Hillman), Vol. 27, No. 1, pp. 124–125.

Brown, Kimberley, Review of *Second Language Teacher Education* (Jack C. Richards and David Nunan, Eds.), Vol. 27, No. 4, pp. 753–756.

Burnaby, Barbara, and Klassen, Cecil, "Those Who Know": Views on Literacy Among Adult Immigrants in Canada, Vol. 27, No. 3, pp. 377–397.

Busch, Michael, Research Issues: Using Likert Scales in L2 Research, Vol. 27, No. 4, pp. 733–736.

Camarillo, Tracy, Book Notice of *Learner Strategies for Learner Autonomy* (Anita Wenden), Vol. 27, No. 1, pp. 120–121.

Canagarajah, A. Suresh, Comments on "Critical Ethnography of a Sri Lankan Classroom": The Author Responds, Vol. 28, No. 3, pp. 613–617.

Canagarajah, A. Suresh, Comments on "Out of the Woods: Emerging Traditions in the Teaching of Writing": Up the Garden Path: Second Language Writing Approaches, Local Knowledge, and Pluralism, Vol. 27, No. 2, pp. 301–306.

Canagarajah, A. Suresh, Critical Ethnography of a Sri Lankan Classroom: Ambiguities in Student Opposition to Reproduction Through ESOL, Vol. 27, No. 4, pp. 601–626.

Carson, Joan G., and Leki, Ilona, Students' Perceptions of EAP Writing Instruction and Writing Needs Across the Disciplines, Vol. 28, No. 1, pp. 81–101.

Caulk, Nat, Comparing Teacher and Student Responses to Written Work, Vol. 28, No. 1, pp. 181–188.

Cazden, Courtney, Teaching Issues: Vygotsky and Literacy Teaching, Vol. 28, No. 1, pp. 172–176.

Celce-Murcia, Marianne (Ed.), Book

Notices on the Role of Strategies in Language Teaching, Vol. 27, No. 1, 119–129.

Celce-Murcia, Marianne, Review of *Learning Strategies in Second Language Acquisition* (J. Michael O'Malley and Anna Uhl Chamot), Vol. 27, No. 1, pp. 116–117.

Chamot, Anna Uhl, and Rubin, Joan, Comments on "A Critical Appraisal of Learner Training: Theoretical Bases and Teaching Implications": Two Readers React, Vol. 28, No. 4, pp. 771–776.

Clarke, Mark A., The Dysfunctions of the Theory/Practice Discourse, Vol. 28, No. 1, pp. 9–26.

Cohen, Andrew D., Verbal Reports on Learning Strategies, in Alister Cumming (Ed.), Alternatives in TESOL Research: Descriptive, Interpretive, and Ideological Orientations, Vol. 28, No. 4, pp. 673–703.

Cohen, Andrew D., and Olshtain, Elite, The Production of Speech Acts by EFL Learners, Vol. 27, No. 1, pp. 33–56.

Connor, Ulla, Text Analysis, in Alister Cumming (Ed.), Alternatives in TESOL Research: Descriptive, Interpretive, and Ideological Orientations, Vol. 28, No. 4, pp. 673–703.

Crandall, Joann (Jodi), Professionalism and Professionalization of Adult ESL Literacy, Vol. 27, No. 3, pp. 497–515.

Crookes, Graham, and Long, Michael H., Comments on "Three Approaches to Task-Based Syllabus Design": The Authors Respond, Vol. 27, No. 4, pp. 729–733.

Cumming, Alister (Ed.), Alternatives in TESOL Research: Descriptive, Interpretive, and Ideological Orientations, Vol. 28, No. 4, pp. 673–703.

Daniel, James, Book Notice of *Pronunciation Pairs* (Ann Baker and Sharon Goldstein), Vol. 27, No. 4, pp. 764–765.

Davidson, Fred, Research Issues: Some Comments on the Social Impact of Research in TESOL, Vol. 27, No. 1, pp. 160–162.

Davidson, Fred, and Lynch, Brian K., Criterion-Referenced Language Test Development: Linking Curricula, Teachers, and Tests, Vol. 28, No. 4, pp. 727–743.

DeKeyser, Robert, Implicit and Explicit Learning of L2 Grammar: A Pilot Study, Vol. 28, No. 1, pp. 188–194.

Dicker, Craig, Book Notice of *The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach* (Anna Uhl Chamot and J. Michael O'Malley), Vol. 28, No. 3, pp. 647–648.

Dobler, Annette Lyn, Book Notice of *Focusing on Editing: A Grammar Workbook for Advanced Writers* (Len Fox), Vol. 28, No. 3. pp. 650–651.

Doku, Ishmael, Review of *Worlds of Literacy* (David Barton, Mary Hamilton, and Roz Ivanic, Eds.), Vol. 27, No. 3, p. 577.

Dörnyei, Zoltán, Review of *Lexical Phrases and Language Teaching* (James R. Nattinger and Jeanette S. DeCarrico), Vol. 28, No. 3, pp. 639–642.

DuFon, Margaret A., Research Issues: Ethics in TESOL Research, Vol. 27, No. 1, pp. 157–160.

Edelsky, Carole, Whole Language in Perspective, Vol. 27, No. 3, pp. 548–550.

Edge, Julian, Comments on "Conceptions of Teaching and the Education of Second Language Teachers": A Reader Reacts, Vol. 28, No. 2, pp. 395–400.

Ekbatini, Glayol, Book Notice of *Focus on Business* (Keith Maurice), Vol. 28, No. 4, p. 830.

Ellis, Rod, Comments on "The Structural Syllabus and Second Language Acquisition": Implicit/Explicit Knowledge and Language

Pedagogy, Vol. 28, No. 1, pp. 166–172.

Ellis, Rod, The Structural Syllabus and Second Language Acquisition, Vol. 27, No. 1, pp. 91–113.

Ernst, Gisela, "Talking Circle": Conversation and Negotiation in the ESL Classroom, Vol. 27, No. 2, pp. 293–322.

Faltis, Christian, and Hudelson, Sarah, Learning English as an Additional Language in K–12 Schools, Vol. 28, No. 3, pp. 457–468.

Fang, Zhihui, Book Notice of *Research Methods in Language Learning* (David Nunan), Vol. 28, No. 1, pp. 212–213.

Feldman, Elizabeth, Review of *Learning in Two Languages: From Conflict to Consensus in the Reorganization of Schools* (Gary Imhoff, Ed.), Vol. 27, No. 2, pp. 343–346.

Fennell, Sandra M., Book Notice of *Applied English Grammar* (Patricia Byrd and Beverly Benson), Vol. 28, No. 1, pp. 217–218.

Ferris, Dana, Lexical and Syntactic Features of ESL Writing by Students at Different Levels of L2 Proficiency, Vol. 28, No. 2, pp. 414–420.

Forrest, Tracey, Teaching Issues: Technology and the Language Classroom: Available Technology, Vol. 27, No. 2, pp. 316–318.

Fotos, Sandra, Integrating Grammar Instruction and Communicative Language Use Through Grammar Consciousness-Raising Tasks, Vol. 28, No. 2, pp. 323–352.

Franklin, Elizabeth, and Thompson, Jackie, Describing Students' Collected Works: Understanding American Indian Children, Vol. 28, No. 3, pp. 489–506.

Freeman, Donald, and Richards, Jack C., Comments on "Conceptions of Teaching and the Education of Second Language Teachers": The Authors Respond, Vol. 28, No. 2, pp. 400–401.

Freeman, Donald, and Richards, Jack C., Conceptions of Teaching and the Education of Second Language Teachers, Vol. 27, No. 2, pp. 193–216.

Garner, Barbara, Review of *A Handbook for Practitioners: ESL/Literacy for Adult Non-Native Speakers of English* (Francine Filipek Collignon, Janet Isserlis, and Sara Smith), Vol. 27, No. 3, p. 580.

Gillespie, Marilyn, Profiles of Adult Learners: Revealing the Multiple Faces of Literacy, Vol. 27, No. 3, pp. 529–533.

Goldstein, Laurence, and Liu, Ngar-Fun, An Integrated Approach to the Design of an Immersion Program, Vol. 28, No. 4, pp. 705–725.

Golombek, Paula, Research Issues: Putting Teachers Back into Teachers' Knowledge, Vol. 28, No. 2, pp. 404–407.

Gonzalez, Maria E., Review of *Cuentos de amor a Borinquen: Conversations with Puerto Rican Activists* (Danielle Fauteux and Proyecto Cultural Morivivir), Vol. 27, No. 3, pp. 578–579.

Grabe, William, Review of *Resources for Applied Linguists and Teacher Educators*, Vol. 28, No. 1, pp. 195–205.

Graham, M. P., Book Notice of *Language Learning Strategies: What Every Teacher Should Know* (Rebecca L. Oxford), Vol. 27, No. 1, pp. 121–122.

Greenblatt, Les, Peyton, Joy Kreeft, Jones, Chuck, and Vincent, Andrea, Implementing Writing Workshop with ESOL Students: Visions and Realities, Vol. 28, No. 3, pp. 469–488.

Grove, Carl, Book Notice of *The Lexical Approach* (Michael Lewis), Vol. 28, No. 4, p. 829.

Guth, Gloria J. A., Profiles of Adult

Literacy Programs, Vol. 27, No. 3, pp. 533–537.

Hall, Mary-Ann, Book Notice of *Worldbeat: Current Readings for ESL Students* (Laurie Blass and Meredith Pike-Baky), Vol. 28, No. 2, pp. 434–436.

Harklau, Linda, ESL Versus Mainstream Classes: Contrasting L2 Learning Environments, Vol. 28, No. 2, pp. 241–272.

Heath, Shirley Brice, Inner City Life Through Drama: Imagining the Language Classroom, Vol. 27, No. 2, pp. 177–192.

Hedgcock, John, and Atkinson, Dwight, Differing Reading-Writing Relationships in L1 and L2 Literacy Development? Vol. 27, No. 2, pp. 329–333.

Henschel, Lisa Marie, Book Notice of *Focus on American Culture* (Elizabeth Henly), Vol. 28, No. 3, pp. 648–649.

Hinkel, Eli, Native and Nonnative Speakers' Pragmatic Interpretations of English Texts, Vol. 28, No. 2, pp. 353–376.

Ho, Yvonne, Book Notice of *Learning to Learn English: A Course in Learner Training* (Gail Ellis and Barbara Sinclair), Vol. 27, No. 1, pp. 122–124.

Hoekje, Barbara, and Linnell, Kimberly, "Authenticity" in Language Testing: Evaluating Spoken Language Tests for International Teaching Assistants, Vol. 28, No. 1, pp. 103–125.

Hoffman, Paul, and Yule, George, Enlisting the Help of U.S. Undergraduates in Evaluating International Teaching Assistants, Vol. 27, No. 2, pp. 323–327.

Hornberger, Nancy H., Ethnography, in Alister Cumming (Ed.), Alternatives in TESOL Research: Descriptive, Interpretive, and Ideological Orientations, Vol. 28, No. 4, pp. 673–703.

Hudelson, Sarah, and Faltis, Christian, Learning English as an Additional Language in K–12 Schools, Vol. 28, No. 3, pp. 457–468.

Irujo, Suzanne, Comments on *Forked Tongue: The Politics of Bilingual Education*: The Reviewer Responds, Vol. 27, No. 1, pp. 154–155.

Isserlis, Janet, Review of *A Handbook for ESL Literacy* (Jill Bell and Barbara Burnaby), Vol. 27, No. 3, pp. 577–578.

Jeannot, Mary, and Willett, Jerri, Resistance to Taking a Critical Stance, Vol. 27, No. 3, pp. 477–495.

Johns, Ann, Comments on "Written Argumentation for Real Audiences: Suggestions for Teacher Research and Classroom Practice": The Author Responds, Vol. 28, No. 2, pp. 392–395.

Johns, Ann M., Written Argumentation for Real Audiences: Suggestions for Teacher Research and Classroom Practice, Vol. 27, No. 1, pp. 75–90.

Johnson, Karen E., and Mendonça, Cássia O., Peer Review Negotiations: Revision Activities in ESL Writing Instruction, Vol. 28, No. 4, pp. 745–769.

Johnston, Bill, Review of *Humanism in Language Teaching* (Earl W. Stevick), Vol. 27, No. 2, pp. 338–340.

Jones, Chuck, Peyton, Joy Kreeft, Vincent, Andrea, and Greenblatt, Les, Implementing Writing Workshop with ESOL Students: Visions and Realities, Vol. 28, No. 3, pp. 469–488.

Jones, Nathan, Comments on "Written Argumentation for Real Audiences: Suggestions for Teacher Research and Classroom Practice": A Reader Reacts, Vol. 28, No. 2, pp. 389–391.

Jones, Toni Griego, Are Preschool/Day Care Personnel Ready for Non-English-Speaking Children?, Vol. 27, No. 1, pp. 131–135.

Kachru, Yamuna, Research Issues: Monolingual Bias in SLA Research, Vol. 28, No. 4, pp. 795–800.

Katz, Anne, and Lucas, Tamara, Reframing the Debate: The Roles of Native Languages in English-Only Programs for Language Minority Students, Vol. 28, No. 3, pp. 537–562.

Kawakami, Hiroshi, Book Notice of *Teaching Oral Communication* (William Littlewood), Vol. 28, No. 4, p. 829.

Kenny, Brian, Investigative Research: How It Changes Learner Status, Vol. 27, No. 2, pp. 217–231.

Kerfoot, Caroline, Participatory Education in a South African Context: Contradictions and Challenges, Vol. 27, No. 3, pp. 431–447.

Klassen, Cecil, and Burnaby, Barbara, "Those Who Know": Views on Literacy Among Adult Immigrants in Canada, Vol. 27, No. 3, pp. 377–397.

Kozyrev, Joann, Book Notice of *English Brushup* (Kent R. Smith and Janet Goldstein), Vol. 28, No. 2, pp. 429–430.

Kramsch, Claire, Book Notice of *Einführung in die Sprachlehrforschung* (Willis Edmondson and Juliane House), Vol. 28, No. 1, pp. 213–214.

Krashen, Stephen D., Comments on "Teaching Issues: Formal Grammar Instruction": The Effect of Formal Grammar Teaching: Still Peripheral, Vol. 27, No. 4, pp. 722–725.

Kumaravadivelu, B., The Postmethod Condition: (E)merging Strategies for Second/Foreign Language Teaching, Vol. 28, No. 1, pp. 27–48.

La Fein, Rachel, Book Notice of *Clear Speech: Pronunciation and Listening Comprehension in North American English* (2nd ed.) (Judy Gilbert), Vol. 27, No. 4, pp. 762–764.

Lagunoff, Rachel, Book Notice of *Life Science: Content and Learning Strategies* (Sharron Bassano and Mary Ann Christison), Vol. 27, No. 1, pp. 126–127.

Lazaraton, Anne, Book Notice of *Approaches to Research in Second Language Learning* (Donna M. Johnson), Vol. 28, No. 1, pp. 208–109.

Leki, Ilona, and Carson, Joan G., Students' Perceptions of EAP Writing Instruction and Writing Needs Across the Disciplines, Vol. 28, No. 1, pp. 81–101.

Levy, Deborah, Book Notice of *Language Through Literature* (Susan Bassnett and Peter Grundy), Vol. 28, No. 3, pp. 652–653.

Lightbown, Patsy M., and Pienemann, Manfred, Comments on "Teaching Issues: Formal Grammar Instruction": Two Readers React, Vol. 27, No. 4, pp. 717–722.

Lightbown, Patsy, and Spada, Nina, An Innovative Program for Primary ESL in Quebec, Vol. 28, No. 3, pp. 563–580.

Linnell, Kimberly, and Hoekje, Barbara, "Authenticity" in Language Testing: Evaluating Spoken Language Tests for International Teaching Assistants, Vol. 28, No. 1, pp. 103–125.

Liu, Ngar-Fun, and Goldstein, Laurence, An Integrated Approach to the Design of an Immersion Program, Vol. 28, No. 4, pp. 705–725.

LoCastro, Virginia, Learning Strategies and Learning Environments, Vol. 28, No. 2, pp. 409–414.

Long, Michael H., Comments on "A Critical Analysis of the Advocacy of the Task-Based Syllabus": On the Advocacy of the Task-Based Syllabus, Vol. 28, No. 4, pp. 782–790.

Long, Michael H., and Crookes, Graham, Comments on "Three Approaches to Task-Based Syllabus Design": The Authors Respond, Vol. 27, No. 4, pp. 729–733.

Lucas, Tamara, and Katz, Anne, Reframing the Debate: The Roles of Native Languages in English-Only Programs for Language Minority Students, Vol. 28, No. 3, pp. 537–562.

Lynch, Brian K., Review of *Longman Keys to Language Teaching Series* (Neville Grant, Series Ed.), Vol. 27, No. 2, pp. 340–343.

Lynch, Brian K., and Davidson, Fred, Criterion-Referenced Language Test Development: Linking Curricula, Teachers, and Tests, Vol. 28, No. 4, pp. 727–743.

Lynn, Michael, Book Notice of *Focus on the Environment* (Susan Stempleski), Vol. 28, No. 2, pp. 436–437.

Marasco, Judy, Book Notice of *Communicate: Strategies for International Teaching Assistants* (Colleen M. Meyers and Amy J. Burkhalter), Vol. 27, No. 4, pp. 773–774.

Margalef, Trinidad, Book Notice of *Foreign Language Research in Cross-Cultural Perspective* (Kees de Bot, Ralph B. Ginsberg, and Claire Kramsch, Eds.), Vol. 27, No. 2, pp. 355–356.

Martin, Mary, Book Notice of *Say It Clearly: Exercises and Activities for Pronunciation and Oral Communication* (Susan Lewis English), Vol. 27, No. 4, pp. 765–767.

Marwin, Nancy, Book Notice of *Communicate: Strategies for International Teaching Assistants* (Jan Smith, Colleen M. Meyers, and Amy J. Burkhalter), Vol. 28, No. 1, pp. 214–215.

McCarthy, Barbara, Book Notice of *Insights into Academic Writing: Strategies for Advanced Students* (Margot C. Kadesch, Ellen D. Kolba, and Sheila C. Crowell), Vol. 28, No. 4, pp. 823–824.

McGrail, Loren (Ed.), Book Notices of Professional Books, Vol. 27, No. 3, pp. 575–581.

McGroarty, Mary, Book Notice of *Multicultural Education and Policy: ESL in the 1990s* (John H. Esling, Ed.), Vol. 28, No. 1, pp. 207–208.

McGroarty, Mary, and Scott, Suzanne, Review Article: Reading, Writing, and Roles in U.S. Adult Literacy Textbooks, Vol. 27, No. 3, pp. 563–573.

McKay, Sandra Lee, and Weinstein-Shr, Gail, English Literacy in the U.S.: National Policies, Personal Consequences, Vol. 27, No. 3, pp. 399–419.

Mendonça, Cássia O., and Johnson, Karen E., Peer Review Negotiations: Revision Activities in ESL Writing Instruction, Vol. 28, No. 4, pp. 745–769.

Morley, Joan, Book Notice of *Teaching American English Pronunciation* (Peter Avery and Susan Ehrlich), Vol. 27, No. 4, pp. 759–761.

Mulling, Sylvia, Book Notice of *The Flexible Writer* (Susanna Rich), Vol. 27, No. 2, pp. 353–354.

Murphy, John M., Comments on "The Dynamics of the Language Lesson": A Reader Reacts, Vol. 27, No. 2, pp. 310–315.

Murphy, John M., and Nelson, Gayle L., Peer Response Groups: Do L2 Writers Use Peer Comments in Revising Their Drafts? Vol. 27, No. 1, pp. 135–141.

Murugan, K., Review of *Focus on the Language Classroom: An Introduction to Classroom Research for Language Teachers* (Dick Allwright and Kathleen Bailey), Vol. 28, No. 3, pp. 633–635.

Nelson, Cynthia, Heterosexism in ESL: Examining Our Attitudes, Vol. 27, No. 1, pp. 143–150.

Nelson, Gayle L., and Murphy, John M., Peer Response Groups: Do L2 Writers Use Peer Comments in Revising Their Drafts? Vol. 27, No. 1, pp. 135–141.

Nunan, David, Comments on "A Critical Analysis of the Advocacy of

the Task-Based Syllabus": A Reader Reacts, Vol. 28, No. 4, pp. 781–782.

Olshtain, Elite, and Cohen, Andrew D., The Production of Speech Acts by EFL Learners, Vol. 27, No. 1, pp. 33–56.

O'Rourke, Valerie, Book Notice of *Aspects of Language Teaching* (H. G. Widdowson), Vol. 27, No. 2, pp. 348–349.

Pease-Alvarez, Lucinda, and Winsler, Adam, Cuando el Maestro No Habla Español: Children's Bilingual Language Practices in the Classroom, Vol. 28, No. 3, pp. 507–536.

Peck, Sabrina, Book Notice of *Teaching English to Children* (Wendy A. Scott and Lisbeth H. Ytreberg), Vol. 27, No. 2, pp. 350–351.

Peirce, Bonny Norton. Book Notice of *Adult Basic Education in South Africa: Literacy, English as a Second Language, and Numeracy* (Barbara Hutton, Ed.), Vol. 27, No. 2, pp. 347–348.

Peirce, Bonny Norton, Book Notice of *Techniques and Resources in Teaching Reading* (Sandra Silberstein), Vol. 28, No. 3, pp. 643–644.

Peirce, Bonny Norton, Review of *Whose Language? What Power? A Universal Conflict in a South African Setting* (Frank Smith), Vol. 27, No. 4, pp. 747–753.

Pennycook, Alastair, Critical Pedagogical Approaches to Research, in Alister Cumming (Ed.), Alternatives in TESOL Research: Descriptive, Interpretive, and Ideological Orientations, Vol. 28, No. 4, pp. 673–703.

Peyton, Joy Kreeft, Jones, Chuck, Vincent, Andrea, and Greenblatt, Les, Implementing Writing Workshop with ESOL Students: Visions and Realities, Vol. 28, No. 3, pp. 469–488.

Pica, Teresa, Questions From the Language Classroom: Research Perspectives, Vol. 28, No. 1, pp. 49–79.

Pienemann, Manfred, and Lightbown, Patsy M., Comments on "Teaching Issues: Formal Grammar Instruction": Two Readers React, Vol. 27, No. 4, pp. 717–722.

Polio, Charlene, Comments on "Reexamining English Only in the ESL Classroom": A Reader Reacts, Vol. 28, No. 1, pp. 153–157.

Porter, Rosalie Pedalino, Comments on Irujo's Review of *Forked Tongue: The Politics of Bilingual Education:* The Author Reacts, Vol. 27, No. 1, pp. 150–154.

Prabhu, N. S., Comments on "The Dynamics of the Language Lesson": The Author Responds, Vol. 27, No. 2, pp. 315–316.

Putney, LeAnn G., and Wink, Joan, Review of *Joinfostering: Adapting Teaching Strategies for the Multilingual Classroom* (Christian Faltis), Vol. 28, No. 3, pp. 635–639.

Quasny, Virginia L. A., Book Notice of *On Your Way to Writing: A Writing Workshop for Intermediate Learners* (Rhona B. Genzel), Vol. 28, No. 3, pp. 649–650.

Raimes, Ann, Comments on "Out of the Woods: Emerging Traditions in the Teaching of Writing": The Author Responds, Vol. 27, No. 2, pp. 306–310.

Ramirez, Raul Rodriguez, Book Notice of *Earth and Physical Science: Content and Learning Strategies* (Mary Ann Christison and Sharron Bassano), Vol. 27, No. 1, pp. 128–129.

Rees-Miller, Janie, Comments on "A Critical Appraisal of Learner Training: Theoretical Bases and Teaching Implications": The Author Responds, Vol. 28, No. 4, pp. 776–781.

Rees-Miller, Janie, A Critical Appraisal of Learner Training: Theoretical Bases and Teaching Implications, Vol. 27, No. 4, pp. 679–689.

Reid, Joy, Responding to ESL Students' Texts: The Myths of Appropriation, Vol. 28, No. 2, pp. 273–292.

Resnick, Melvyn C., ESL and Language Planning in Puerto Rico, Vol. 27, No. 2, pp. 259–275.

Ricento, Thomas, Review of *Linguistic Imperialism* (Robert Phillipson), Vol. 28, No. 2, pp. 421–427.

Richards, Jack C., and Freeman, Donald, Comments on "Conceptions of Teaching and the Education of Second Language Teachers": The Authors Respond, Vol. 28, No. 2, pp. 400–401.

Richards, Jack C., and Freeman, Donald, Conceptions of Teaching and the Education of Second Language Teachers, Vol. 27, No. 2, pp. 193–216.

Richards, Keith, Research Issues: From Guessing What Teachers Think to Finding out What Teachers Know: The Need for a Research Agenda, Vol. 28, No. 2, pp. 401–404.

Rigg, Pat, Book Notice of *Delicate Balances: Collaborative Research in Language Education* (Sarah Hudelson and Judith Lindfors, Eds.), Vol. 28, No. 3, pp. 644–646.

Rigg, Pat, Review of *Writing Our Lives: Reflections on Dialogue Journal Writing with Adults Learning English* (Joy Kreeft Peyton and Jana Staton, Eds.), Vol. 27, No. 3, pp. 579–580.

Robinson, Peter, Comments on "The Structural Syllabus and Second Language Acquisition": Implicit Knowledge, Second Language Learning, and Syllabus Construction, Vol. 28, No. 1, pp. 161–166.

Rose, Terry, Book Notice of *Pronouncing American English: Sounds, Stress, and Intonation* (Gertrude F. Orion), Vol. 27, No. 4, pp. 768–770.

Ross, Sally, Book Notice of *Write Soon! A Beginning Text for ESL Writers* (Eileen Prince), Vol. 28, No. 2, pp. 432–433.

Rubin, Joan, and Chamot, Anna Uhl, Comments on "A Critical Appraisal of Learner Training: Theoretical Bases and Teaching Implications": Two Readers React, Vol. 28, No. 4, pp. 771–776.

Samuda, Virginia (Ed.), Book Notices of Pronunciation Textbooks, Vol. 27, No. 4, pp. 757–776.

Samway, Katharine Davies, "This Is Hard, Isn't It?" Children Evaluating Writing, Vol. 27, No. 2, pp. 233–258.

Sanchez, Raquel, Book Notice of *Reactions: Multicultural Reading-based Writing Modules* (Roni Lebauer and Robin Scarcella), Vol. 28, No. 2, pp. 431–432.

Sanders, Brett, Book Notice of *Well Said: Advanced English Pronunciation* (Linda Grant), Vol. 27, No. 4, pp. 767–768.

Savage, K. Lynn, What's Wrong with CBE? Vol. 27, No. 3, pp. 555–558.

Savage, William, and Whisenand, Rick, Logbooks and Language Learning Objectives in an Intensive ESP Workshop, Vol. 27, No. 4, pp. 741–746.

Scott, Suzanne, and McGroarty, Mary, Review Article: Reading, Writing, and Roles in U.S. Adult Literacy Textbooks, Vol. 27, No. 3, pp. 563–573.

Scovel, Thomas, Review of *English in China* (Y. F. Dzau), Vol. 27, No. 2, pp. 335–337.

Sheen, Ron, Comments on "A Critical Analysis of the Advocacy of the Task-Based Syllabus": The Author Responds, Vol. 28, No. 4, pp. 790–795.

Sheen, Ron, A Critical Analysis of

the Advocacy of the Task-Based Syllabus, Vol. 28, No. 1, pp. 127–151.

Shih, May, Review of *Teaching ESL Writing* (Joy M. Reid), Vol. 28, No. 4, pp. 815–818.

Short, Deborah, Assessing Integrated Language and Content Instruction, Vol. 27, No. 4, pp. 627–656.

Short, Deborah J., Expanding Middle School Horizons: Integrating Language, Culture, and Social Studies, Vol. 28, No. 3, pp. 581–608.

Silva, Tony, Toward an Understanding of the Distinct Nature of L2 Writing: The ESL Research and Its Implications, Vol. 27, No. 4, pp. 657–677.

Skutnabb-Kangas, Tove, Teaching Issues: Linguistic Human Rights and Minority Education, Vol. 28, No. 3, pp. 624–628.

Slaughter, Joyce, Book Notice of *On Target* (James E. Purpura and Diane Pinkley), Vol. 27, No. 1, pp. 125–126.

Solomon, Gabriela R., Book Notice of *The American Accent Program* (Ford Language Institute), Vol. 27, No. 4, pp. 774–775.

Sorensen, Mary Nell, Book Notice of *Can We Talk? A Multiskills Approach to Communication* (Donald Byrd and John Klosek), Vol. 28, No. 1, pp. 216–217.

Spada, Nina, Classroom Interaction Analysis, in Alister Cumming (Ed.), Alternatives in TESOL Research: Descriptive, Interpretive, and Ideological Orientations, Vol. 28, No. 4, pp. 673–703.

Spada, Nina, and Lightbown, Patsy, An Innovative Program for Primary ESL in Quebec, Vol. 28, No. 3, pp. 563–580.

Sridhar, Kamal, Teaching Issues: Mother Tongue Maintenance and Multiculturalism, Vol. 28, No. 3, pp. 628–631.

Sridhar, S. N., Research Issues: A Reality Check for SLA Theories, Vol. 28, No. 4, pp. 800–805.

Starfield, Sue, Teaching Issues: Cummins, EAP, and Academic Literacy, Vol. 28, No. 1, pp. 176–179.

Stergis, Robin, Book Notice of *Reading, Writing, and Learning in ESL* (Suzanne F. Peregoy and Owen F. Boyle), Vol. 28, No. 3, pp. 646–647.

Tarone, Elaine, Analysis of Learner's Language, in Alister Cumming (Ed.), Alternatives in TESOL Research: Descriptive, Interpretive, and Ideological Orientations, Vol. 28, No. 4, pp. 673–703.

Taylor, Denny, Family Literacy: Resisting Deficit Models, Vol. 27, No. 3, pp. 550–553.

Terdal, Marjorie, Book Notice of *Cooperative Language Learning: A Teacher's Resource Book* (Carolyn Kessler, Ed.), Vol. 27, No. 2, pp. 349–350.

Terdy, Dennis, Profiles of Adult ESL Teacher Education Programs: Flexible Approaches to Staff Development, Vol. 27, No. 3, pp. 537–541.

Thompson, Jackie, and Franklin, Elizabeth, Describing Students' Collected Works: Understanding American Indian Children, Vol. 28, No. 3, pp. 489–506.

Turner, Jean, Research Issues: Using Likert Scales in L2 Research, Vol. 27, No. 4, pp. 736–739.

Udry, Larry, Book Notice of *Writing as Thinking: A Guided Process Approach* (Marcella Frank), Vol. 27, No. 2, pp. 354–355.

Vamarisi, Marit, Book Notice of *Teaching Myself* (Bernard Dufeu) Vol. 28, No. 4, pp. 824–825.

Vandrick, Stephanie, Book Notice of *Exploring Gender: Questions and Implications for English Language Education* (Jane Sunderland), Vol. 28, No. 4, pp. 825–826.

Venkatagiri, Horabail, and Ander-

son-Hsieh, Janet, Syllable Duration and Pausing in the Speech of Chinese ESL Speakers, Vol. 28, No. 4, pp. 807–812.

Victori, Mia, Book Notice of *Language Learning: Insights for Learners, Teachers, and Researchers* (Andrew D. Cohen), Vol. 27, No. 1, pp. 119–120.

Vincent, Andrea, Peyton, Joy Kreeft, Jones, Chuck, and Greenblatt, Les, Implementing Writing Workshop with ESOL Students: Visions and Realities, Vol. 28, No. 3, pp. 469–488.

Wagner, Stacie, Book Notice of *Beginning Interactive Grammar* (Irene S. McKay), Vol. 28, No. 2, pp. 430–431.

Wallis, Cara, Book Notice of *Accurate English: A Complete Course in Pronunciation* (Rebecca M. Dauer), Vol. 27, No. 4, pp. 771–773.

Weinstein-Shr, Gail, Overview Discussion: Directions in Adult Literacy—An Invitation to Dialogue, Vol. 27, No. 3, pp. 517–528.

Weinstein-Shr, Gail, and McKay, Sandra Lee, English Literacy in the U.S.: National Policies, Personal Consequences, Vol. 27, No. 3, pp. 399–419.

Wennerstrom, Ann, Book Notice of *Rapid Review of Vowels and Prosodic Contexts, Intensive Consonant Pronunciation Practice, Extempore Speaking Practice* (Joan Morley), Vol. 27, No. 4, pp. 761–762.

Whisenand, Rick, and Savage, William, Logbooks and Language Learning Objectives in an Intensive ESP Workshop, Vol. 27, No. 4, pp. 741–746.

Widdowson, H. G., The Ownership of English, Vol. 28, No. 2, pp. 377–388.

Wiley, Terrence G., Discussion of Klassen & Burnaby and McKay & Weinstein-Shr: Beyond Assimilationist Literacy Policies and Practices, Vol. 27, No. 3, pp. 421–430.

Willett, Jerri, and Jeannot, Mary, Resistance to Taking a Critical Stance, Vol. 27, No. 3, pp. 477–495.

Williams, Gloria, Review of *Talking Shop: A Curriculum Sourcebook for Participatory Adult ESL* (Andrea Nash, Ann Carson, Madeline Rhum, Loren McGrail, and Rosario Gomez-Sanford), Vol. 27, No. 3, pp. 580–586.

Willis, Dave, Comments on "Three Approaches to Task-Based Syllabus Design": A Reader Reacts, Vol. 27, No. 4, pp. 726–729.

Wink, Joan, and Putney, LeAnn G., Review of *Joinfostering: Adapting Teaching Strategies for the Multilingual Classroom* (Christian Faltis), Vol. 28, No. 3, pp. 635–639.

Winsler, Adam, and Pease-Alvarez, Lucinda, Cuando el Maestro No Habla Español: Children's Bilingual Language Practices in the Classroom, Vol. 28, No. 3, pp. 507–536.

Wrigley, Heide Spruck, One Size Does Not Fit All: Educational Perspectives and Program Practices in the U.S., Vol. 27. No. 3, pp. 449–465.

Wrigley, Heide Spruck, Teaching Issues: Technology and the Language Classroom: Ways of Using Technology in Language and Literacy Teaching, Vol. 27, No. 2, pp. 318–322.

Yule, George, and Hoffman, Paul, Enlisting the Help of U.S. Undergraduates in Evaluating International Teaching Assistants, Vol. 27, No. 2, pp. 323–327.

Zalewski, Jan P., Number/Person Errors in an Information-Processing Perspective: Implications for Form-Focused Instruction, Vol. 27, No. 4, pp. 691–703.

Index of Books Reviewed

Allwright, Dick, and Bailey, Kathleen, *Focus on the Language Classroom: An Introduction to Classroom Research for Language Teachers* (K. Murugan), Vol. 28, No. 3, pp. 633–635.

Avery, Peter, and Ehrlich, Susan, *Teaching American English Pronunciation* (Joan Morley), Vol. 27, No. 4, pp. 759–761.

Baker, Ann, and Goldstein, Sharon, *Pronunciation Pairs* (James Daniel), Vol. 27, No. 4, pp. 764–765.

Barton, David, Hamilton, Mary, and Ivanic, Roz (Eds.), *Worlds of Literacy* (Ishmael Doku), Vol. 27, No. 3, p. 577.

Bassano, Sharron, and Christison, Mary Ann, *Life Science: Content and Learning Strategies* (Rachel Lagunoff), Vol. 27, No. 1, pp. 126–127.

Bassnett, Susan, and Grundy, Peter, *Language Through Literature* (Deborah Levy), Vol. 28, No. 3, pp. 652–653.

Bates, Linda, *Transitions: An Interactive Reading, Writing, and Grammar Text* (Joanne Addison), Vol. 28, No. 2, pp. 433–434.

Bell, Jill, and Burnaby, Barbara, *A Handbook for ESL Literacy* (Janet Isserlis), Vol. 27, No. 3, pp. 577–528.

Blass, Laurie, and Pike-Baky, Meredith, *Worldbeat: Current Readings for ESL Students* (Mary-Ann Hall), Vol. 28, No. 2, pp. 434–436.

Boyd, Mary Ann, and Boyd, John, *Before Book One: Listening Activities for Prebeginning Students of English* (2nd ed.) (Mary McGroarty and Suzanne Scott), Vol. 27, No. 3, pp. 563–573.

Bright, William (Ed.), *International Encyclopedia of Linguistics* (William Grabe), Vol. 28, No. 1, pp. 195–205.

Brown, Adam (Ed.), *Teaching English Pronunciation: A Book of Readings* (Donna Brinton), Vol. 27, No. 4, pp. 758–759.

Brown, H. Douglas, Cohen, Deborah S., and O'Day, Jennifer, *Challenge: A Process Approach to Academic English* (Paul Baltes), Vol. 28, No. 1, pp. 215–216.

Burnaby, Barbara, and Cumming, Alister (Eds.), *Sociopolitical Aspects of ESL in Canada* (Elsa Auerbach), Vol. 27, No. 3, p. 576.

Byrd, Donald, and Klosek, John, *Can We Talk? A Multiskills Approach to Communication* (Mary Nell Sorensen), Vol. 28, No. 1, pp. 216–217.

Byrd, Patricia, and Benson, Beverly, *Applied English Grammar* (Sandra M. Fennell), Vol. 28, No. 1, pp. 217–218.

Chamot, Anna Uhl, and O'Malley, J. Michael, *The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach* (Craig Dicker), Vol. 28, No. 3, pp. 647–648.

Christison, Mary Ann, and Bassano, Sharron, *Earth and Physical Science: Content and Learning Strategies* (Raul Rodriguez Ramirez), Vol. 27, No. 1, pp. 128–129.

Cohen, Andrew D., *Language Learning: Insights for Learners, Teachers, and Researchers* (Mia Victori), Vol. 27, No. 1, pp. 119–120.

Collignon, Francine Filipek, Isserlis, Janet, and Smith, Sara, *A Handbook for Practitioners: ESL/Literacy for Adult Non-Native Speakers of English* (Barbara Garner), Vol. 27, No. 3, p. 580.

Crystal, David, *The Cambridge Encyclopedia of Language* (William Grabe), Vol. 28, No. 1, pp. 195–205.

Dauer, Rebecca M., *Accurate English: A Complete Course in Pronunciation*

(Cara Wallis), Vol. 27, No. 4, pp. 771–773.

de Bot, Kees, Ginsberg, Ralph B., and Kramsch, Claire (Eds.), *Foreign Language Research in Cross-Cultural Perspective* (Trinidad Margalef), Vol. 27, No. 2, pp. 355–356.

Dufeu, Bernard, *Teaching Myself* (Marit Vamarisi), Vol. 28, No. 4, pp. 824–825.

Dunkel, Patricia (Ed.), *Computer-Assisted Language Learning and Testing: Research Issues and Practice* (Jennifer Austin), Vol. 28, No. 4, pp. 826–827.

Dzau, Y. F., *English in China* (Thomas Scovel), Vol. 27, No. 2, pp. 335–337.

Edmondson, Willis, and House, Juliane, *Einführung in die Sprachlehrforschung* (Claire Kramsch), Vol. 28, No. 1, pp. 213–214.

Ellis, Gail, and Sinclair, Barbara, *Learning to Learn English: A Course in Learner Training* (Yvonne Ho), Vol. 27, No. 1, pp. 122–124.

English, Susan Lewis, *Say It Clearly: Exercises and Activities for Pronunciation and Oral Communication* (Mary Martin), Vol. 27, No. 4, pp. 765–767.

Esling, John H. (Ed.), *Multicultural Education and Policy: ESL in the 1990s* (Mary McGroarty), Vol. 28, No. 1, pp. 207–208.

Faltis, Christian, *Joinfostering: Adapting Teaching Strategies for the Multilingual Classroom* (Joan Wink and LeAnn G. Putney), Vol. 28, No. 3, pp. 635–639.

Fauteux, Danielle, and Proyecto Cultural Morivivir, *Cuentos de amor a Borinquen: Conversations with Puerto Rican Activists* (Maria E. Gonzalez), Vol. 27, No. 3, pp. 578–579.

Ford Language Institute, *The American Accent Program* (Gabriela R. Solomon), Vol. 27, No. 4, pp. 774–775.

Fox, Len, *Focusing on Editing: A Grammar Workbook for Advanced Writers* (Annette Lyn Dobler), Vol. 28, No. 3. pp. 650–651.

Frank, Marcella, *Writing as Thinking: A Guided Process Approach* (Larry Udry), Vol. 27, No. 2, pp. 354–355.

Genzel, Rhona B., *On Your Way to Writing: A Writing Workshop for Intermediate Learners* (Virginia L. A. Quasny), Vol. 28, No. 3, pp. 649–650.

Gilbert, Judy, *Clear Speech: Pronunciation and Listening Comprehension in North American English* (2nd ed.) (Rachel La Fein), Vol. 27, No. 4, pp. 762–764.

Grant, Linda, *Well Said: Advanced English Pronunciation* (Brett Sanders), Vol. 27, No. 4, pp. 767–768.

Grant, Neville (Series Ed.), *Longman Keys to Language Teaching Series* (Brian K. Lynch), Vol. 27, No. 2, pp. 340–343.

Hatch, Evelyn, and Lazaraton, Anne, *The Research Manual: Design and Statistics for Applied Linguistics* (Kathleen M. Bailey), Vol. 28, No. 1, pp. 209–211.

Henly, Elizabeth, *Focus on American Culture* (Lisa Marie Henschel), Vol. 28, No. 3, pp. 648–649.

Hillman, Linda Harbaugh, *Reading at the University* (April LaRaine Brooks), Vol. 27, No. 1, pp. 124–125.

Hudelson, Sarah, and Lindfors, Judith (Eds.), *Delicate Balances: Collaborative Research in Language Education* (Pat Rigg), Vol. 28, No. 3, pp. 644–646.

Hutton, Barbara (Ed.), *Adult Basic Education in South Africa: Literacy, English as a Second Language, and Numeracy* (Bonny Norton Peirce), Vol. 27, No. 2, pp. 347–348.

Imhoff, Gary (Ed.), *Learning in Two Languages: From Conflict to Consensus*

in the Reorganization of Schools (Elizabeth Feldman), Vol. 27, No. 2, pp. 343–346.

Johnson, Donna M., *Approaches to Research in Second Language Learning* (Anne Lazaraton), Vol. 28, No. 1, pp. 208–209.

Jolly, Julia, and Robinson, Lynne, *Real-Life English: A Competency-Based ESL Program for Adults* (Mary McGroarty and Suzanne Scott), Vol. 27, No. 3, pp. 563–573.

Kadesch, Margot C., Kolba, Ellen D., and Crowell, Sheila C., *Insights into Academic Writing: Strategies for Advanced Students* (Barbara McCarthy), Vol. 28, No. 4, pp. 823–824.

Keltner, Autumn, Howard, Leann, and Lee, Frances, *Basic English for Adult Competency* (Mary McGroarty and Suzanne Scott), Vol. 27, No. 3, pp. 563–573.

Kessler, Carolyn (Ed.), *Cooperative Language Learning: A Teacher's Resource Book* (Marjorie Terdal), Vol. 27, No. 2, pp. 349–350.

Koch, Kamia, Mrowicki, Linda, and Ruttenberg, Arlene, *Personal Stories: A Book for Adults Who Are Beginning to Read* (Mary McGroarty and Suzanne Scott), Vol. 27, No. 3, pp. 563–573.

Lane, Linda, *Focus on Pronunciation: Principles and Practice for Effective Communication* (Sherri L. Ayers), Vol. 27, No. 4, pp. 770–771.

Lebauer, Roni, and Scarcella, Robin, *Reactions: Multicultural Reading-based Writing Modules* (Raquel Sanchez), Vol. 28, No. 2, pp. 431–432.

Lewis, Michael, *The Lexical Approach* (Carl Grove), Vol. 28, No. 4, p. 828.

Littlewood, William, *Teaching Oral Communication* (Hiroshi Kawakami), Vol. 28, No. 4, p. 829.

Long, Lynellyn, and Spiegel-Podnecky, *In Print: Beginning Literacy Through Cultural Awareness* (Mary McGroarty and Suzanne Scott), Vol. 27, No. 3, pp. 563–573.

Malmkjær, Kirsten (Ed.), *The Linguistics Encyclopedia* (William Grabe), Vol. 28, No. 1, pp. 195–205.

Maurice, Keith, *Focus on Business* (Glayol Ekbatini), Vol. 28, No. 4, p. 830.

McKay, Irene, *Beginning Interactive Grammar* (Stacie Wagner), Vol. 28, No. 2, pp. 430–431.

Molinsky, Steven, and Bliss, Bill, *Side By Side: English Through Guided Conversations* (Mary McGroarty and Suzanne Scott), Vol. 27, No. 3, pp. 563–573.

Morley, Joan, *Rapid Review of Vowels and Prosodic Contexts*; *Intensive Consonant Pronunciation Practice*; *Extempore Speaking Practice* (Ann Wennerstrom), Vol. 27, No. 4, pp. 761–762.

Mrowicki, Linda, *Starting to Read* (Mary McGroarty and Suzanne Scott), Vol. 27, No. 3, pp. 563–573.

Mrowicki, Linda, and Furnborough, Peter, *A New Start: A Functional Course in Basic Spoken English and Survival Literacy* (Mary McGroarty and Suzanne Scott), Vol. 27, No. 3, pp. 563–573.

Nash, Andrea, Carson, Ann, Rhum, Madeline, McGrail, Loren, and Gomez-Sanford, Rosario, *Talking Shop: A Curriculum Sourcebook for Participatory Adult ESL* (Gloria Williams), Vol. 27, No. 3, pp. 580–581.

Nattinger, James R., and DeCarrico, Jeanette S., *Lexical Phrases and Language Teaching* (Zoltán Dörnyei), Vol. 28, No. 3, pp. 639–642.

Nishio, Yvonne, *ESL Literacy* (Mary McGroarty and Suzanne Scott), Vol. 27, No. 3, pp. 563–573.

Nunan, David, *Research Methods in Language Learning* (Zhihui Fang), Vol. 28, No. 1, pp. 212–213.

Olshtain, Elite, Feuerstein, Tamar, Schcolnik, Miriam, and Zerach, Binnie, *The Junior Files: File 1* (Senja Antilla), Vol. 27, No. 2, pp. 352–353.

O'Malley, Michael J., and Chamot, Anna Uhl, *Learning Strategies in Second Language Acquisition* (Marianne Celce-Murcia), Vol. 27, No. 1, pp. 116–117.

Orion, Gertrude F., *Pronouncing American English: Sounds, Stress, and Intonation* (Terry Rose), Vol. 27, No. 4, pp. 768–770.

Oxford, Rebecca L., *Language Learning Strategies: What Every Teacher Should Know* (M. P. Graham), Vol. 27, No. 1, pp. 121–122.

Peregoy, Suzanne F., and Boyle, Owen F., *Reading, Writing, and Learning in ESL* (Robin Stergis), Vol. 28, No. 3, pp. 646–647.

Peyton, Joy Kreeft, and Staton, Jana (Eds.), *Writing Our Lives: Reflections on Dialogue Journal Writing with Adults Learning English* (Pat Rigg), Vol. 27, No. 3, pp. 579–580.

Phillipson, Robert, *Linguistic Imperialism* (Thomas Ricento), Vol. 28, No. 2, pp. 421–427.

Prince, Eileen, *Write Soon! A Beginning Text for ESL Writers* (Sally Ross), Vol. 28, No. 2, pp. 432–433.

Purpura, James E., and Pinkley, Diane, *On Target* (Joyce Slaughter), Vol. 27, No. 1, pp. 125–126.

Reid, Joy M., *Teaching ESL Writing* (May Shih), Vol. 28, No. 4, pp. 815–818.

Rich, Susanna, *The Flexible Writer* (Sylvia Mulling), Vol. 27, No. 2, pp. 353–354.

Richards, Jack C., and Nunan, David (Eds.), *Second Language Teacher Education* (Kimberley Brown), Vol. 27, No. 4, pp. 753–756.

Richards, Jack C., Platt, John, and Platt, Heidi (Eds.), *Longman Dictionary of Language Teaching and Applied Linguistics* (2nd ed.) (William Grabe), Vol. 28, No. 1, pp. 195–205.

Scott, Wendy A., and Ytreberg, Lisbeth H., *Teaching English to Children* (Sabrina Peck), Vol. 27, No. 2, pp. 350–351.

Shrum, Judith L., and Glisan, Eileen W., *Teacher's Handbook: Contextualized Language Instruction* (Marcy Betlach), Vol. 28, No. 4, pp. 818–822.

Silberstein, Sandra, *Techniques and Resources in Teaching Reading* (Bonny Norton Peirce), Vol. 28, No. 3, pp. 643–644.

Smith, Frank, *Whose Language? What Power? A Universal Conflict in a South African Setting* (Bonny Norton Peirce), Vol. 27, No. 4, pp. 747–753.

Smith, Jan, Meyers, Colleen M., and Burkhalter, Amy J., *Communicate: Strategies for International Teaching Assistants* (Judy Marasco), Vol. 27, No. 4, pp. 773–774.

Smith, Jan, Meyers, Colleen M., and Burkhalter, Amy J., *Communicate: Strategies for International Teaching Assistants* (Nancy Marwin), Vol. 28, No. 1, pp. 214–215.

Smith, Kent R., and Goldstein, Janet, *English Brushup* (Joann Kozyrev), Vol. 28, No. 2, pp. 429–430.

Stempleski, Susan, *Focus on the Environment* (Michael Lynn), Vol. 28, No. 2, pp. 436–437.

Stern, David Alan, *Breaking the Accent Barrier* (Denise C. Babel), Vol. 27, No. 4, pp. 775–776.

Stevick, Earl W., *Humanism in Language Teaching* (Bill Johnston), Vol. 27, No. 2, pp. 338–340.

Sunderland, Jane, *Exploring Gender: Questions and Implications for English Language Education* (Stephanie Vandrick), Vol. 28, No. 4, pp. 825–826.

Wallace, Michael J., *Training Foreign Language Teachers: A Reflective Approach* (Kathleen M. Bailey), Vol. 28, No. 4, pp. 813–815.

Weinstein-Shr, Gail, *Stories to Tell Our Children* (Mary McGroarty and Suzanne Scott), Vol. 27, No. 3, pp. 563–573.

Wenden, Anita, *Learner Strategies for Learner Autonomy* (Tracy Camarillo), Vol. 27, No. 1, pp. 120–121.

Widdowson, H. G., *Aspects of Language Teaching* (Valerie O'Rourke), Vol. 27, No. 2, pp. 348–349.

Wrigley, Heide Spruck, and Guth, Gloria J. A., *Bringing Literacy to Life: Issues and Options in Adult ESL Literacy* (Lenore Balliro), Vol. 27, No. 3, pp. 575–576.

Selected Topic Index

ADULT EDUCATION/ REFUGEE ISSUES

Alamprese, Judy, The Worker, Work, and Workplace Literacy: Missing Links, Vol. 27, No. 3, pp. 553–555.

Auerbach, Elsa, Putting the *P* Back in Participatory, Vol. 27, No. 3, pp. 543–545.

Balliro, Lenore, What *Kind* of Alternative: Examining Alternative Assessment, Vol. 27, No. 3, pp. 558–561.

Bell, Jill Sinclair, Discussion of Kerfoot and Wrigley: The Teacher as Bridge Between Program and Practice, Vol. 27, No. 3, pp. 467–475.

Benesch, Sarah, Critical Thinking: A Learning Process for Democracy, Vol. 27, No. 3, pp. 545–548.

Crandall, JoAnn (Jodi), Professionalism and Professionalization of Adult ESL Literacy, Vol. 27, No. 3, pp. 497–515.

Edelsky, Carole, Whole Language in Perspective, Vol. 27, No. 3, pp. 548–550.

Gillespie, Marilyn, Profiles of Adult Learners: Revealing the Multiple Faces of Literacy, Vol. 27, No. 3, pp. 529–533.

Guth, Gloria J. A., Profiles of Adult Literacy Programs, Vol. 27, No. 3, pp. 533–537.

Kerfoot, Caroline, Participatory Education in a South African Context: Contradictions and Challenges, Vol. 27, No. 3, pp. 431–447.

Klassen, Cecil, and Burnaby, Barbara, "Those Who Know": Views on Literacy Among Adult Immigrants in Canada, Vol. 27, No. 3, pp. 377–397.

McKay, Sandra Lee, and Weinstein-Shr, Gail, English Literacy in the U.S.: National Policies, Personal Consequences, Vol. 27, No. 3, pp. 399–419.

Savage, K. Lynn, What's Wrong with CBE? Vol. 27, No. 3, pp. 555–558.

Taylor, Denny, Family Literacy: Resisting Deficit Models, Vol. 27, No. 3, pp. 550–553.

Terdy, Dennis, Profiles of Adult ESL Teacher Education Programs: Flexible Approaches to Staff Development, Vol. 27, No. 3, pp. 537–541.

Weinstein-Shr, Gail, Overview Discussion: Directions in Adult Literacy—An Invitation to Dialogue, Vol. 27, No. 3, pp. 517–528.

Wiley, Terrence G., Discussion of Klassen & Burnaby and McKay & Weinstein-Shr: Beyond Assimilationist Literacy Policies and Practices, Vol. 27, No. 3, pp. 421–430.

Willett, Jerri, and Jeannot, Mary, Resistance to Taking a Critical Stance, Vol. 27, No. 3, pp. 477–495.

Wrigley, Heide Spruck, One Size Does Not Fit All: Educational Perspectives and Program Practices in the U.S., Vol. 27, No. 3, pp. 449–465.

BILINGUALISM/BILINGUAL EDUCATION

Auerbach, Elsa Roberts, Comments on "Reexamining English Only in the ESL Classroom": The Author Responds, Vol. 28, No. 1, pp. 157–161.

Auerbach, Elsa Roberts, Reexamining English Only in the ESL Classroom, Vol. 27, No. 1, pp. 9–32.

Baker, Keith, Comments on *Forked Tongue: The Politics of Bilingual Education*: The Commentator Responds, Vol. 27, No. 1, pp. 155–157.

Faltis, Christian, and Hudelson, Sarah, Learning English as an Additional Language in K–12 Schools, Vol. 28, No. 3, pp. 457–468.

Franklin, Elizabeth, and Thompson, Jackie, Describing Students' Collected Works: Understanding American Indian Children, Vol. 28, No. 3, pp. 489–506.

Harklau, Linda, ESL Versus Mainstream Classes: Contrasting L2 Learning Environments, Vol. 28, No. 2, pp. 241–272.

Irujo, Suzanne, Comments on *Forked Tongue: The Politics of Bilingual Education*: The Reviewer Responds, Vol. 27, No. 1, pp. 154–155.

Jones, Toni Griego, Are Preschool/Day Care Personnel Ready for Non-English-Speaking Children? Vol. 27, No. 1, pp. 131–135.

Lightbown, Patsy, and Spada, Nina, An Innovative Program for Primary ESL in Quebec, Vol. 28, No. 3, pp. 563–580.

Lucas, Tamara, and Katz, Anne, Reframing the Debate: The Roles of Native Languages in English-Only Programs for Language Minority Students, Vol. 28, No. 3, pp. 537–562.

Pease-Alvarez, Lucinda, and Winsler, Adam, Cuando el Maestro No Habla Español: Children's Bilingual Language Practices in the Classroom, Vol. 28, No. 3, pp. 507–536.

Polio, Charlene, Comments on "Reexamining English Only in the ESL Classroom": A Reader Reacts, Vol. 28, No. 1, pp. 153–157.

Porter, Rosalie Pedalino, Comments on Irujo's Review of *Forked Tongue: The Politics of Bilingual Education*: The Author Reacts, Vol. 27, No. 1, pp. 150–154.

Skutnabb-Kangas, Tove, Teaching Issues: Linguistic Human Rights and Minority Education, Vol. 28, No. 3, pp. 624–631.

Sridhar, Kamal, Teaching Issues: Mother Tongue Maintenance and Multiculturalism, Vol. 28, No. 3, pp. 628–631.

CLASSROOM-CENTERED RESEARCH

Braine, George, Comments on "Critical Ethnography of a Sri Lankan Classroom": A Reader Reacts, Vol. 28, No. 3, pp. 609–613.

Canagarajah, A. Suresh, Comments on "Critical Ethnography of a Sri Lankan Classroom": The Author Responds, Vol. 28, No. 3, pp. 613–617.

Canagarajah, A. Suresh, Critical Ethnography of a Sri Lankan Classroom: Ambiguities in Student Opposition to Reproduction Through ESOL, Vol. 27, No. 4, pp. 601–626.

Caulk, Nat, Comparing Teacher and Student Responses to Written Work, Vol. 28, No. 1, pp. 181–188.

Ernst, Gisela, "Talking Circle": Conversation and Negotiation in the ESL Classroom, Vol. 28, No. 2, pp. 293–322.

Harklau, Linda, ESL Versus Mainstream Classes: Contrasting L2

Learning Environments, Vol. 28, No. 2, pp. 241–272.

Lightbown, Patsy, and Spada, Nina, An Innovative Program for Primary ESL in Quebec, Vol. 28, No. 3, pp. 363–580.

Katz, Anne, and Lucas, Tamara, Reframing the Debate: The Roles of Native Languages in English-Only Programs for Language Minority Students, Vol. 28, No. 3, pp. 537–562.

Mendonça, Cássia O., and Johnson, Karen E., Peer Review Negotiations: Revision Activities in ESL Writing Instruction, Vol. 28, No. 4, pp. 745–769.

Nelson, Gayle L., and Murphy, John M., Peer Response Groups: Do L2 Writers Use Peer Comments in Revising Their Drafts? Vol. 27, No. 1, pp. 135–141.

Pease-Alvarez, Lucinda, and Winsler, Adam, Cuando el Maestro No Habla Español: Children's Bilingual Language Practices in the Classroom, Vol. 28, No. 3, pp. 507–536.

Pica, Teresa, Questions From the Language Classroom: Research Perspectives, Vol. 28, No. 1, pp. 49–79.

Samway, Katharine Davies, "This Is Hard, Isn't It?" Children Evaluating Writing, Vol. 27, No. 2, pp. 233–258.

Short, Deborah J., Expanding Middle School Horizons: Integrating Language, Culture, and Social Studies, Vol. 28, No. 3, pp. 581–608.

Spada, Nina, Classroom Interaction Analysis, in Alister Cumming (Ed.), Alternatives in TESOL Research: Descriptive, Interpretive, and Ideological Orientations, Vol. 28, No. 4, pp. 673–703.

CONTRASTIVE STUDIES

Albertini, John, Critical Literacy, Whole Language, and the Teaching of Writing to Deaf Students: Who Should Dictate to Whom? Vol. 27, No. 1, pp. 59–73.

Boxer, Diana, Complaints as Positive Strategies: What the Learner Needs to Know, Vol. 27, No. 2, pp. 277–299.

CURRICULUM/SYLLABUS DESIGN

Alamprese, Judy, The Worker, Work, and Workplace Literacy: Missing Links, Vol. 27, No. 3, pp. 553–555.

Albertini, John, Critical Literacy, Whole Language, and the Teaching of Writing to Deaf Students: Who Should Dictate to Whom? Vol. 27, No. 1, pp. 59–73.

Ellis, Rod, The Structural Syllabus and Second Language Acquisition, Vol. 27, No. 1, pp. 91–113.

Freeman, Donald, and Richards, Jack C., Conceptions of Teaching and the Education of Second Language Teachers, Vol. 27, No. 2, pp. 193–216.

Goldstein, Laurence, and Liu, Ngar-Fun, An Integrated Approach to the Design of an Immersion Program, Vol. 28, No. 4, pp. 705–725.

Kenny, Brian, Investigative Research: How It Changes Learner Status, Vol. 27, No. 2, pp. 217–231.

Kerfoot, Caroline, Participatory Education in a South African Context: Contradictions and Challenges, Vol. 27, No. 3, pp. 431–447.

Long, Michael H., Comments on "A Critical Analysis of the Advocacy of the Task-Based Syllabus": On the Advocacy of the Task-Based Syllabus, Vol. 28, No. 4, pp. 782–790.

Long, Michael H., and Crookes, Graham, Comments on "Three Approaches to Task-Based Syllabus Design": The Authors Respond, Vol. 27, No. 4, pp. 729–733.

Nelson, Cynthia, Heterosexism in

ESL: Examining Our Attitudes, Vol. 27, No. 1, pp. 143–150.

Nunan, David, Comments on "A Critical Analysis of the Advocacy of the Task-Based Syllabus": A Reader Reacts, Vol. 28, No. 4, pp. 781–782.

Savage, K. Lynn, What's Wrong with CBE? Vol. 27, No. 3, pp. 555–558.

Sheen, Ron, Comments on "A Critical Analysis of the Advocacy of the Task-Based Syllabus": The Author Responds, Vol. 28, No. 4, pp. 790–795.

Sheen, Ron, A Critical Analysis of the Advocacy of the Task-Based Syllabus, Vol. 28, No. 1, pp. 127–151.

Short, Deborah J., Expanding Middle School Horizons: Integrating Language, Culture, and Social Studies, Vol. 28, No. 3, pp. 581–608.

Starfield, Sue, Teaching Issues: Cummins, EAP, and Academic Literacy, Vol. 28, No. 1, pp. 176–179.

Willis, Dave, Comments on "Three Approaches to Task-Based Syllabus Design": A Reader Reacts, Vol. 27, No. 4, pp. 726–729.

Wrigley, Heide Spruck, One Size Does Not Fit All: Educational Perspectives and Program Practices in the U.S., Vol. 27, No. 3, pp. 449–465.

DISCOURSE ANALYSIS/ PRAGMATICS

Boxer, Diana, Complaints as Positive Strategies: What the Learner Needs to Know, Vol. 27, No. 2, pp. 277–299.

Cohen, Andrew D., and Olshtain, Elite, The Production of Speech Acts by EFL Learners, Vol. 27, No. 1, pp. 33–56.

Ernst, Gisela, "Talking Circle": Conversation and Negotiation in the ESL Classroom, Vol. 27, No. 2, pp. 293–322.

Hinkel, Eli, Native and Nonnative Speakers' Pragmatic Interpretations of English Texts, Vol. 28, No. 2, pp. 353–376.

ENGLISH FOR SPECIAL PURPOSES/EST/ TECHNICAL WRITING

Allison, Desmond, Comments on "ESL, Ideology, and the Politics of Pragmatism": A Reader Reacts, Vol. 28, No. 3, pp. 618–623.

Benesch, Sarah, Comments on "ESL, Ideology, and the Politics of Pragmatism": The Author Responds, Vol. 28, No. 3, pp. 623–624.

Benesch, Sarah, ESL, Ideology, and the Politics of Pragmatism, Vol. 27, No. 4, pp. 705–717.

Hoekje, Barbara, and Linnell, Kimberly, "Authenticity" in Language Testing: Evaluating Spoken Language Tests for International Teaching Assistants, Vol. 28, No. 1, pp. 103–125.

Johns, Ann M., Written Argumentation for Real Audiences: Suggestions for Teacher Research and Classroom Practice, Vol. 27, No. 1, pp. 75–90.

Leki, Ilona, and Carson, Joan G., Students' Perceptions of EAP Writing Instruction and Writing Needs Across the Disciplines, Vol. 28, No. 1, pp. 81–101.

Savage, William, and Whisenand, Rick, Logbooks and Language Learning Objectives in an Intensive ESP Workshop, Vol. 27, No. 4, pp. 741–746.

Starfield, Sue, Teaching Issues: Cummins, EAP, and Academic Literacy, Vol. 28, No. 1, pp. 176–179.

LANGUAGE PLANNING POLICY

McKay, Sandra Lee, and Weinstein-Shr, Gail, English Literacy in the U.S.: National Policies, Personal Consequences, Vol. 27, No. 3, pp. 399–419.

Resnick, Melvyn C., ESL and Lan-

guage Planning in Puerto Rico, Vol. 27, No. 2, pp. 259–275.

Skutnabb-Kangas, Tove, Teaching Issues: Linguistic Human Rights and Minority Education, Vol. 28, No. 3, pp. 624–628.

Sridhar, Kamal, Teaching Issues: Mother Tongue Maintenance and Multiculturalism, Vol. 28, No. 3, pp. 628–631.

Taylor, Denny, Family Literacy: Resisting Deficit Models, Vol. 27, No. 3, pp. 550–553.

Widdowson, H. G., The Ownership of English, Vol. 28, No. 2, pp. 377–388.

Wiley, Terrence G., Discussion of Klassen & Burnaby and McKay & Weinstein-Shr: Beyond Assimilationist Literacy Policies and Practices, Vol. 27, No. 3, pp. 421–430.

METHODS/MATERIALS

Auerbach, Elsa, Participatory Action Research, in Alister Cumming (Ed.), Alternatives in TESOL Research: Descriptive, Interpretive, and Ideological Orientations, Vol. 28, No. 4, pp. 673–703.

Auerbach, Elsa, Putting the *P* Back in Participatory, Vol. 27, No. 3, pp. 543–545.

Auerbach, Elsa Roberts, Comments on "Reexamining English Only in the ESL Classroom": The Author Responds, Vol. 28, No. 1, pp. 157–161.

Auerbach, Elsa Roberts, "Reexamining English Only in the ESL Classroom," Vol. 27, No. 1, pp. 9–32.

Benesch, Sarah, Critical Thinking: A Learning Process for Democracy, Vol. 27, No. 3, pp. 545–548.

Braine, George, Comments on "Critical Ethnography of a Sri Lankan Classroom": A Reader Reacts, Vol. 28, No. 3, pp. 609–613.

Canagarajah, A. Suresh, Comments on "Critical Ethnography of a Sri Lankan Classroom": The Author Responds, Vol. 28, No. 3, pp. 613–617.

Canagarajah, A. Suresh, Critical Ethnography of a Sri Lankan Classroom: Ambiguities in Student Opposition to Reproduction Through ESOL, Vol. 27, No. 4, pp. 601–626.

Cazden, Courtney, Teaching Issues: Vygotsky and Literacy Teaching, Vol. 28, No. 1, pp. 172–176.

Clarke, Mark A., The Dysfunctions of the Theory/Practice Discourse, Vol. 28, No. 1, pp. 9–26.

Forrest, Tracey, Teaching Issues: Technology and the Language Classroom: Available Technology, Vol. 27, No. 2, pp. 316–318.

Heath, Shirley Brice, Inner City Life Through Drama: Imagining the Language Classroom, Vol. 27, No. 2, pp. 177–192.

Kumaravadivelu, B., The Postmethod Condition: (E)merging Strategies for Second/Foreign Language Teaching, Vol. 28, No. 1, pp. 27–48.

Polio, Charlene, Comments on "Reexamining English Only in the ESL Classroom": A Reader Reacts, Vol. 28, No. 1, pp. 153–157.

Rees-Miller, Janie, A Critical Appraisal of Learner Training: Theoretical Bases and Teaching Implications, Vol. 27, No. 4, pp. 679–689.

Short, Deborah, Assessing Integrated Language and Content Instruction, Vol. 27, No. 4, pp. 627–656.

Short, Deborah J., Expanding Middle School Horizons: Integrating Language, Culture, and Social Studies, Vol. 28, No. 3, pp. 581–608.

Wrigley, Heide Spruck, One Size Does Not Fit All: Educational Perspectives and Program Practices in the U.S., Vol. 27, No. 3, pp. 449–465.

PHONOLOGY/PRONUNCIATION TEACHING

Anderson-Hsieh, Janet, and Venkatagiri, Horabail, Syllable Duration

and Pausing in the Speech of Chinese ESL Speakers, Vol. 28, No. 4, pp. 807–812.

Samuda, Virginia (Ed.), Book Notices on Pronunciation Textbooks, Vol. 27, No. 4, pp. 757–776.

PROFESSIONAL STANDARDS AND CONCERNS

Crandall, JoAnn (Jodi), Professionalism and Professionalization of Adult ESL Literacy, Vol. 27, No. 3, pp. 497–515.

Nelson, Cynthia, Heterosexism in ESL: Examining Our Attitudes, Vol. 27, No. 1, pp. 143–150.

PROGRAM ADMINISTRATION AND EVALUATION

Guth, Gloria J. A., Profiles of Adult Literacy Programs, Vol. 27, No. 3, pp. 533–537.

Yule, George, and Hoffman, Paul, Enlisting the Help of U.S. Undergraduates in Evaluating International Teaching Assistants, Vol. 27, No. 2, pp. 323–327.

READING

Cazden, Courtney, Teaching Issues: Vygotsky and Literacy Teaching, Vol. 28, No. 1, pp. 172–176.

Hedgcock, John, and Atkinson, Dwight, Differing Reading-Writing Relationships in L1 and L2 Literacy Development? Vol. 27, No. 2, pp. 329–333.

RESEARCH METHODOLOGY

Auerbach, Elsa, Participatory Action Research, in Alister Cumming (Ed.), Alternatives in TESOL Research: Descriptive, Interpretive, and Ideological Orientations, Vol. 28, No. 4, pp. 673–703.

Busch, Michael, Research Issues: Using Likert Scales in L2 Research, Vol. 27, No. 4, pp. 733–736.

Cohen, Andrew D., Verbal Reports on Learning Strategies, in Alister Cumming (Ed.), Alternatives in TESOL Research: Descriptive, Interpretive, and Ideological Orientations, Vol. 28, No. 4, pp. 673–703.

Cohen, Andrew D., and Olshtain, Elite, The Production of Speech Acts by EFL Learners, Vol. 27, No. 1, pp. 33–56.

Connor, Ulla, Text Analysis, in Alister Cumming (Ed.), Alternatives in TESOL Research: Descriptive, Interpretive, and Ideological Orientations, Vol. 28, No. 4, pp. 673–703.

Cumming, Alister (Ed.), Alternatives in TESOL Research: Descriptive, Interpretive, and Ideological Orientations, Vol. 28, No. 4, pp. 673–703.

Davidson, Fred, Research Issues: Some Comments on the Social Impact of Research in TESOL, Vol. 27, No. 1, pp. 160–162.

DuFon, Margaret A., Research Issues: Ethics in TESOL Research, Vol. 27, No. 1, pp. 157–160.

Golombek, Paula, Research Issues: Putting Teachers Back into Teachers' Knowledge, Vol. 28, No. 2, pp. 404–407.

Gillespie, Marilyn, Profiles of Adult Learners: Revealing the Multiple Faces of Literacy, Vol. 27, No. 3, pp. 529–533.

Hornberger, Nancy H., Ethnography, in Alister Cumming (Ed.), Alternatives in TESOL Research: Descriptive, Interpretive, and Ideological Orientations, Vol. 28, No. 4, pp. 673–703.

Kachru, Yamuna, Research Issues: Monolingual Bias in SLA Research, Vol. 28, No. 4, pp. 795–800.

Pennycook, Alastair, Critical Pedagogical Approaches to Research, in Alister Cumming (Ed.), Alternatives in TESOL Research: Descriptive, Interpretive, and Ideological Orientations, Vol. 28, No. 4, pp. 673–703.

Richards, Keith, Research Issues: From Guessing What Teachers

Think to Finding out What Teachers Know: The Need for a Research Agenda, Vol. 28, No. 2, pp. 401–404.

Spada, Nina, Classroom Interaction Analysis, in Alister Cumming (Ed.), Alternatives in TESOL Research: Descriptive, Interpretive, and Ideological Orientations, Vol. 28, No. 4, pp. 673–703.

Sridhar, S. N., Research Issues: A Reality Check for SLA Theories, Vol. 28, No. 4, pp. 800–805.

Tarone, Elaine, Analysis of Learner's Language, in Alister Cumming (Ed.), Alternatives in TESOL Research: Descriptive, Interpretive, and Ideological Orientations, Vol. 28, No. 4, pp. 673–703.

Turner, Jean, Research Issues: Using Likert Scales in L2 Research, Vol. 27, No. 4, pp. 736–739.

SECOND LANGUAGE ACQUISITION

Chamot, Anna Uhl, and Rubin, Joan, Comments on "A Critical Appraisal of Learner Training: Theoretical Bases and Teaching Implications": Two Readers React, Vol. 28, No. 4, pp. 771–776.

Cohen, Andrew D., Verbal Reports on Learning Strategies, in Alister Cumming (Ed.), Alternatives in TESOL Research: Descriptive, Interpretive, and Ideological Orientations, Vol. 28, No. 4, pp. 673–703.

Cohen, Andrew D., and Olshtain, Elite, The Production of Speech Acts by EFL Learners, Vol. 27, No. 1, pp. 33–56.

DeKeyser, Robert, Implicit and Explicit Learning of L2 Grammar: A Pilot Study, Vol. 28, No. 1, pp. 188–194.

Ellis, Rod, Comments on "The Structural Syllabus and Second Language Acquisition": Implicit/Explicit Knowledge and Language Pedagogy, Vol. 28, No. 1, pp. 166–172.

Ellis, Rod, The Structural Syllabus and Second Language Acquisition, Vol. 27, No. 1, pp. 91–113.

Kachru, Yamuna, Research Issues: Monolingual Bias in SLA Research, Vol. 28, No. 4, pp. 795–800.

Lightbown, Patsy, and Spada, Nina, An Innovative Program for Primary ESL in Quebec, Vol. 28, No. 3, pp. 563–580.

Pica, Teresa, Questions From the Language Classroom: Research Perspectives, Vol. 28, No. 1, pp. 49–79.

Rees-Miller, Janie, Comments on "A Critical Appraisal of Learner Training: Theoretical Bases and Teaching Implications": The Author Responds, Vol. 28, No. 4, pp. 776–781.

Rees-Miller, Janie, A Critical Appraisal of Learner Training: Theoretical Bases and Teaching Implications, Vol. 27, No. 4, pp. 679–689.

Robinson, Peter, Comments on "The Structural Syllabus and Second Language Acquisition": Implicit Knowledge, Second Language Learning, and Syllabus Construction, Vol. 28, No. 1, pp. 161–166.

Sheen, Ron, A Critical Analysis of the Advocacy of the Task-Based Syllabus, Vol. 28, No. 1, pp. 127–151.

Sridhar, S. N., Research Issues: A Reality Check for SLA Theories, Vol. 28, No. 4, pp. 800–805.

Tarone, Elaine, Analysis of Learner's Language, in Alister Cumming (Ed.), Alternatives in TESOL Research: Descriptive, Interpretive, and Ideological Orientations, Vol. 28, No. 4, pp. 673–703.

SOCIOLINGUISTICS/CULTURE

Bell, Jill Sinclair, Discussion of Kerfoot and Wrigley: The Teacher as Bridge Between Program and Practice, Vol. 27, No. 3, pp. 467–475.

Boxer, Diana, Complaints as Positive

Strategies: What the Learner Needs to Know, Vol. 27, No. 2, pp. 277–299.

Heath, Shirley Brice, Inner City Life Through Drama: Imagining the Language Classroom, Vol. 27, No. 2, pp. 177–192.

Hornberger, Nancy H., Ethnography, in Alister Cumming (Ed.), Alternatives in TESOL Research: Descriptive, Interpretive, and Ideological Orientations, Vol. 28, No. 4, pp. 673–703.

Klassen, Cecil, and Burnaby, Barbara, "Those Who Know": Views on Literacy Among Adult Immigrants in Canada, Vol. 27, No. 3, pp. 377–397.

Pennycook, Alastair, Critical Pedagogical Approaches to Research, in Alister Cumming (Ed.), Alternatives in TESOL Research: Descriptive, Interpretive, and Ideological Orientations, Vol. 28, No. 4, pp. 673–703.

Resnick, Melvyn C., ESL and Language Planning in Puerto Rico, Vol. 27, No. 2, pp. 259–275.

Skutnabb-Kangas, Tove, Teaching Issues: Linguistic Human Rights and Minority Education, Vol. 28, No. 3, pp. 625–628.

Sridhar, Kamal, Teaching Issues: Mother Tongue Maintenance and Multiculturalism, Vol. 28, No. 3, pp. 628–631.

Widdowson, H. G., The Ownership of English, Vol. 28, No. 2, pp. 377–388.

SPEAKING

Anderson-Hsieh, Janet, and Venkatagiri, Horabail, Syllable Duration and Pausing in the Speech of Chinese ESL Speakers, Vol. 28, No. 4, pp. 807–812.

SYNTAX/GRAMMAR TEACHING

DeKeyser, Robert, Implicit and Explicit Learning of L2 Grammar: A Pilot Study, Vol. 28, No. 1, pp. 188–194.

Ellis, Rod, Comments on "The Structural Syllabus and Second Language Acquisition": Implicit/Explicit Knowledge and Language Pedagogy, Vol. 28, No. 1, pp. 166–172.

Ellis, Rod, The Structural Syllabus and Second Language Acquisition, Vol. 27, No. 1, pp. 91–113.

Fotos, Sandra, Integrating Grammar Instruction and Communicative Language Use Through Grammar Consciousness-Raising Tasks, Vol. 28, No. 2, pp. 323–352.

Krashen, Stephen D. Comments on "Teaching Issues: Formal Grammar Instruction": The Effect of Formal Grammar Teaching: Still Peripheral, Vol. 27, No. 4, pp. 722–725.

Lightbown, Patsy M., and Pienemann, Manfred, Comments on "Teaching Issues: Formal Grammar Instruction": Two Readers React, Vol. 27, No. 4, pp. 717–722.

Robinson, Peter, Comments on "The Structural Syllabus and Second Language Acquisition": Implicit Knowledge, Second Language Learning, and Syllabus Construction, Vol. 28, No. 1, pp. 161–166.

Zalewski, Jan P., Number/Person Errors in an Information-Processing Perspective: Implications for Form-Focused Instruction, Vol. 27, No. 4, pp. 691–703.

TEACHER PREPARATION

Bell, Jill Sinclair, Discussion of Kerfoot and Wrigley: The Teacher as Bridge Between Program and Practice, Vol. 27, No. 3, pp. 467–475.

Clarke, Mark A., The Dysfunctions of the Theory/Practice Discourse, Vol. 28, No. 1, pp. 9–26.

Crandall, JoAnn (Jodi), Professionalism and Professionalization of Adult ESL Literacy, Vol. 27, No. 3, pp. 497–515.

Edge, Julian, Comments on "Conceptions of Teaching and the Education of Second Language Teachers": A Reader Reacts, Vol. 28, No. 2, pp. 395–400.

Freeman, Donald, and Richards, Jack C., Comments on "Conceptions of Teaching and the Education of Second Language Teachers": The Authors Respond, Vol. 28, No. 2, pp. 400–401.

Freeman, Donald, and Richards, Jack C., Conceptions of Teaching and the Education of Second Language Teachers, Vol. 27, No. 2, pp. 193–216.

Golombek, Paula, Research Issues: Putting Teachers Back into Teachers' Knowledge, Vol. 28, No. 2, pp. 404–407.

Grabe, William, Review of Resources for Applied Linguists and Teacher Educators, Vol. 28, No. 1, pp. 195–205.

Jones, Toni Griego, Are Preschool/Day Care Personnel Ready for Non-English-Speaking Children? Vol. 27, No. 1, pp. 131–135.

Kumaravadivelu, B., The Postmethod Condition: (E)merging Strategies for Second/Foreign Language Teaching, Vol. 28, No. 1, pp. 27–48.

Murphy, John M., Comments on "The Dynamics of the Language Lesson": A Reader Reacts, Vol. 27, No. 2, pp. 310–315.

Richards, Keith, Research Issues: From Guessing What Teachers Think to Finding out What Teachers Know: The Need for a Research Agenda, Vol. 28, No. 2, pp. 401–404.

Terdy, Dennis, Profiles of Adult ESL Teacher Education Programs: Flexible Approaches to Staff Development, Vol. 27, No. 3, pp. 537–541.

Willett, Jerri, and Jeannot, Mary, Resistance to Taking a Critical Stance, Vol. 27, No. 3, pp. 477–495.

TESTING/ASSESSMENT

Balliro, Lenore, What *Kind* of Alternative: Examining Alternative Assessment, Vol. 27, No. 3, pp. 558–561.

Hoekje, Barbara, and Linnell, Kimberly, "Authenticity" in Language Testing: Evaluating Spoken Language Tests for International Teaching Assistants, Vol. 28, No. 1, pp. 103–125.

Lynch, Brian K., and Davidson, Fred, Criterion-Referenced Language Test Development: Linking Curricula, Teachers, and Tests, Vol. 28, No. 4, pp. 745–769.

Short, Deborah, Assessing Integrated Language and Content Instruction, Vol. 27, No. 4, pp. 627–656.

Yule, George, and Hoffman, Paul, Enlisting the Help of U.S. Undergraduates in Evaluating International Teaching Assistants, Vol. 27, No. 2, pp. 323–327.

TEXT ANALYSIS

Connor, Ulla, Text Analysis, in Alister Cumming (Ed.), Alternatives in TESOL Research: Descriptive, Interpretive, and Ideological Orientations, Vol. 28, No. 4, pp. 673–703.

Hinkel, Eli, Native and Nonnative Speakers' Pragmatic Interpretations of English Texts, Vol. 28, No. 2, pp. 353–376.

Zalewski, Jan P., Number/Person Errors in an Information-Processing Perspective: Implications for Form-Focused Instruction, Vol. 27, No. 4, pp. 691–703.

WRITING

Albertini, John, Critical Literacy, Whole Language, and the Teaching of Writing to Deaf Students: Who Should Dictate to Whom? Vol. 27, No. 1, pp. 59–73.

Benesch, Sarah, ESL, Ideology, and the Politics of Pragmatism, Vol. 27, No. 4, pp. 705–717.

Canagarajah, A. Suresh, Comments on "Out of the Woods: Emerging Traditions in the Teaching of Writing": Up the Garden Path: Second Language Writing Approaches, Local Knowledge, and Pluralism, Vol. 27, No. 2, pp. 301–306.

Caulk, Nat, Comparing Teacher and Student Responses to Written Work, Vol. 28, No. 1, pp. 181–188.

Cazden, Courtney, Teaching Issues: Vygotsky and Literacy Teaching, Vol. 28, No. 1, pp. 172–176.

Franklin, Elizabeth, and Thompson, Jackie, Describing Students' Collected Works: Understanding American Indian Children, Vol. 28, No. 3, pp. 489–506.

Hedgcock, John, and Atkinson, Dwight, Differing Reading-Writing Relationships in L1 and L2 Literacy Development? Vol. 27, No. 2, pp. 329–333.

Hinkel, Eli, Native and Nonnative Speakers' Pragmatic Interpretations of English Texts, Vol. 28, No. 2, pp. 353–376.

Johns, Ann, Comments on "Written Argumentation for Real Audiences: Suggestions for Teacher Research and Classroom Practice": The Author Responds, Vol. 28, No. 2, pp. 392–395.

Johns, Ann M., Written Argumentation for Real Audiences: Suggestions for Teacher Research and Classroom Practice, Vol. 27, No. 1, pp. 75–90.

Jones, Nathan, Comments on "Written Argumentation for Real Audiences: Suggestions for Teacher Research and Classroom Practice": A Reader Reacts, Vol. 28, No. 2, pp. 389–391.

Leki, Ilona, and Carson, Joan G., Students' Perceptions of EAP Writing Instruction and Writing Needs Across the Disciplines, Vol. 28, No. 1, pp. 81–101.

Mendonça, Cássia O., and Johnson, Karen E., Peer Review Negotiations: Revision Activities in ESL Writing Instruction, Vol. 28, No. 4, pp. 745–769.

Nelson, Gayle L., and Murphy, John M., Peer Response Groups: Do L2 Writers Use Peer Comments in Revising Their Drafts? Vol. 27, No. 1, pp. 135–141.

Peyton, Joy Kreeft, Jones, Chuck, Vincent, Andrea, and Greenblatt, Les, Implementing Writing Workshop with ESOL Students: Visions and Realities, Vol. 28, No. 3, pp. 469–488.

Raimes, Ann, Comments on "Out of the Woods: Emerging Traditions in the Teaching of Writing": The Author Responds, Vol. 27, No. 2, pp. 305–310.

Reid, Joy, Responding to ESL Student's Texts: The Myths of Appropriation, Vol. 28, No. 2, pp. 273–292.

Samway, Katharine Davies, "This Is Hard, Isn't It?" Children Evaluating Writing, Vol. 27, No. 2, pp. 233–258.

Savage, William, and Whisenand, Rick, Logbooks and Language Learning Objectives in an Intensive ESP Workshop, Vol. 27, No. 4, pp. 741–746.

Silva, Tony, Toward an Understanding of the Distinct Nature of L2 Writing: The ESL Research and Its Implications, Vol. 27, No. 4, pp. 657–677.